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ABSTRACT

The Elementary Education Department at East Carolina University, in cooperation with the public schools in the area, has developed a program that involves videotaping approximately 60 student teachers located throughout eastern North Carolina. The taping was made possible through close coordination of university supervisors, public school personnel, and a technical assistant. The first phase of the program allowed the student teachers to be taped once during the quarter by the technical assistant. A second phase of the program calls for the student teachers to tape themselves and make these tapes available to their university supervisors and supervising teachers for evaluative purposes. As part of phase two, student teachers will tape themselves more than once during the quarter. It is felt that additional tapings will enhance the meaning of this self-evaluative technique by allowing the student teacher to view his progress. Prospective student teachers will learn the basics of operating video tape equipment during undergraduate methods courses and microteaching sessions. Equipment used in the second phase is made available to the school where the teacher is assigned. (Author/JA)

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ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: Self-Evaluation In Student Teaching

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Abstract

The use of videotape for self-evaluation has long been recognized as a very important part of the evaluation process in connection with student teaching. However, scheduling problems, personnel problems, and technical problems have made use of such processes difficult for schools with a large number of student teachers.

The Elementary Education Department at East Carolina University in cooperation with the public schools in the area, began a program that may help alleviate some of the problems of videotaping student teachers. The program was initiated during the Fall Quarter of 1973 and involved videotaping approximately 60 student teachers located throughout Eastern North Carolina. The taping was made possible through close coordination by University Supervisors, public school personnel, and a technical assistant. The first phase of the program allowed the student teachers to be taped once during the quarter by the technical assistant. A second phase of the program calls for the student teachers to tape themselves and make these tapes available to their University Supervisors and Supervising Teachers for evaluative purposes. As part of phase two, student teachers will be taping themselves more than once during the quarter. It is felt that additional tapings will enhance the meaning of this self-evaluative technique by allowing the student teacher to view his progress.

Prospective student teachers will learn the basics of operating videotape equipment during undergraduate methods courses and microteaching sessions. Equipment used in the second phase of this program will be made available by the public schools where student teachers are assigned. University equipment will be made available to those schools that do not have the necessary equipment. The high interest in the first phase of this program supplies an excellent foundation for continuing the program during the Winter and Spring Quarters of the 1973-74 academic year and for moving into phase two successfully.

SP 007 528

PART I

SUMMARY

During the Fall Quarter of 1973, the Department of Elementary Education at East Carolina University, Greenville, N. C., initiated a two-phase program of videotaping student teachers. The purpose of the program was to provide student teachers with a means of evaluating their teaching performance in assigned classrooms. In phase one of the program, a Graduate Assistant videotaped each of approximately 60 elementary student teachers. The tapes were played back immediately in the public school so that each student teacher could engage in self-evaluation. The University Supervisor and the Supervising Teacher reviewed the tape with the student teacher. In order to eliminate many scheduling and technical problems, the second phase of the videotaping program is carried out by the student teachers, who videotape themselves, review the tapes, and then make the tapes available to the University Supervisor. They are expected to tape themselves more than once so they may see their own progress. At the present time, operation of the videotape equipment is being taught in undergraduate methods courses at the University. A survey shows that most schools in this geographic area have access to videotape equipment and are willing to have student teachers use the equipment as part of this program. The few schools not having access to videotape equipment will utilize University equipment.

Due to the success of the initial program of videotaping student teachers, the program will continue in the Winter Quarter for more than 60 student teachers and in the Spring Quarter for more than 180 student teachers.

PART II

INITIAL PROGRAM

Program Description (Phase one)

The program consists of videotaping elementary student teachers enrolled in East Carolina University during the 1973-74 academic year. The program developed from the need to provide an opportunity for student teachers to evaluate themselves as they teach in the classroom.

In this program each elementary student teacher was videotaped while teaching a lesson in his assigned classroom in one of the area public schools. The tapes were made by a Graduate Assistant accompanied by a University Supervisor. The tapes were then played back to the student teachers, their University Supervisors, and their Supervising Teachers. The student teacher was encouraged to evaluate himself.

Very portable equipment was used in the program so that moving and setting up for the taping sessions was not a problem. The tapes were erased for reuse after critique.

Extension of this program provides opportunity for student teachers to videotape themselves and experience the benefits of self-evalaution.

Immediate Objectives

The program was designed to provide a method of evaluation for student teachers that would:

1. help students clarify their self-concept
2. supply immediate feedback for student evaluation

3. be operational practical

4. serve as an initiatory step in moving toward a self-taping program.

Personnel (role descriptions)

Program Director--Introduces staff to proposed program; provides coordination of scheduling videotaping and playback sessions; makes arrangements for use of videotape equipment, tapes, and technical personnel.

University Supervisor--Gains permission to videotape in buildings where student teachers are assigned; schedules taping sessions for his own student teachers; coordinates taping schedule with program director and technical assistant; is present during the taping session in the public schools; helps student teacher with meaningful self-evaluation during playback of videotape.

Supervising Teacher--Helps the student teacher plan a lesson to be videotaped; provides classroom for the videotaping session; helps the student teacher evaluate the tape.

Student Teacher--Prepares lesson for videotaping; evaluates tape with University Supervisor and Supervising Teacher.

Graduate Assistant (technical assistant)--Is responsible for the mechanics of videotaping student teachers in their classrooms; follows schedule of taping provided by University Supervisor in coordination with the Program Director; provided technical assistant whenever needed.

Building Principal--Approves videotaping to be done in his building.

Training of Personnel

Only one member of the above listed staff needed training for proper functioning in his role. The Graduate Assistant (technical assistant) needed to become familiar with the videotape equipment so that he could make the tapes with a minimum of technical problems. His training was provided in cooperation with the Educational Media Division, School of Education, East Carolina University. Approximately two weeks of part-time study was required for proper training.

Program Budget

There was no budget for this program. A Graduate Assistant was made available on a part-time basis for use in this program. Other personnel assumed duties necessary to this program as part of their regular load. Equipment maintenance was handled through the School of Education.

Evaluation of the Program

Near the end of the quarter during which the program was initiated, a questionnaire was administered to all student teachers who were videotaped. University Supervisors were also asked to evaluate the program. The questionnaire and the results of the survey are presented below:

VTR - Student Teacher Survey

Please check the appropriate space and return this form to your university supervisor.

1. For purposes of self-evaluation, the videotaping experience was:

70% very helpful

25% of some help

5% of little help

2. Did you have the opportunity to evaluate the tape first?

80% yes 15% no N.R.* 5%

3. Were other students present when you first viewed your tape?

36% yes 61% no N.R.* 3%

4. If other students were present during this viewing session, did this concern you?

5% yes 43% no N.R.* 52%

5. After viewing the tape, did previous evaluations, conferences, etc., become more meaningful? (In other words, were you able to see some things that the supervisor or supervising teacher had been talking about?)

93% yes 7% no

6. What especially did you like about the videotaping experience?

Most frequent answers: Seeing myself as others see me; seeing my weaknesses; seeing myself with children.

7. What suggestions for improvement would you make?

Most frequent answers: Should tape more than once; review the tape again at a later time; don't tape too early in the quarter; have longer time to review the tape.

Additional comments:

Most expressed the feeling that they were glad to have had the experience although it made them nervous at the time. One student commented that we should "do away with the program."

University Supervisor's Evaluation. Supervisors involved in the videotaping program were asked to evaluate the experience by way of individual interview. The interview was handled by the Program Director.

All evaluations of the program were positive. The suggestions most frequently made for improving the program were:

*N.R. - No Response

1. Taping should be done for longer periods of time. (The initial program allowed for only ten minutes of taping in each classroom.)

2. It would be more helpful for students to be taped twice during the quarter - once near the beginning and once much later in the quarter.

3. Coordinating the taping schedule with the technical assistant sometimes created difficulties, particularily when a number of changes were required after the scheduling had been completed.

Evaluation Summary

Student reaction to the program has been very positive. The fact that most student teachers feel the program is useful for self-evaluative purposes supports continuation of such a program. Although all of the suggestions for improvement cannot be met immediately, most of them can be satisfied in some form during the extension of the program.

EXTENSION OF THE PROGRAM

Objective of Extension

In order to make the program operationally practical, it is necessary for student teachers to develop the skill of operating videotape equipment so that they may perform videotaping in their assigned classrooms without the aid of personnel from the University. It is the objective of this extension to provide the opportunity for student teachers to tape themselves with public school equipment, evaluate these tapes, and make them available to the University Supervisors. Extension of this program in this manner will allow the student teacher to videotape himself no less than twice

during the student teaching experience. These two videotaping sessions will allow the student teacher ample observation so that progress through self-evaluation techniques may be seen by comparison of tapes.

Procedure

The following steps have been taken to develop the self-operation aspect of the program:

1. Public school systems in the area have been introduced to the videotape program by having the student teachers in their various schools videotaped by University personnel. Reaction to this program has been extremely favorable.

2. The various schools in this area have been surveyed as to their possession of videotape equipment. Most schools participating in this program have access to the necessary equipment.

3. Students taking undergraduate methods courses are being taught how to operate videotape equipment. Currently, microteaching is included in a senior-level methods course for intermediate majors. It is during this experience that students become acquainted with videotape processes. (Photo #1)

4. University equipment is available for those schools that do not have access to the necessary equipment.

5. A pilot project at the University Laboratory School has proven that student teachers can tape themselves successfully if they know how to operate the equipment, if they have access to the equipment, and if they are assigned the task. (Photo #2)

Projected Outcomes

Success of such a program may lead to the following assumptions:

1. Student teachers will have a clearer self-concept after seeing themselves as others see them.

2. Evaluation based on the tape will be very meaningful because of the immediate feedback factor, and also because the student teacher will have opportunity to see his own progress through additional tapings and comparisons of these tapes. (Photo #3)

3. Student teachers will experience less anxiety by taping themselves.

4. Problems of scheduling for taping and viewing will be at a minimum.

5. Public schools in this geographic area will become more actively involved in the use of videotaping in the classroom.

6. Elementary school students will eventually learn operation of the videotape equipment and will be able to serve in informal training sessions for student teachers, public school teachers, and other elementary students.

IMPROVEMENT OF TEACHER EDUCATION

Much has been written in the past ten years that has provided a strong base for using videotape in the education of teachers. The source of improvement cited most often by authorities is that of the self-evaluative technique made possible by the use of video-recorder. Until a human being can see and hear himself as others do, he must rely solely upon external judgment for evaluation. It is through the use of self-observation and self-correction that these judgments become internal and most meaningful. Videotape supplies the technical means for providing this observation.

Developing students who are more efficient in this self-evaluative process provides the foundation for this kind of self-evaluation to continue as they become certified teachers in our public schools. Operating the program themselves now increases the likelihood that they will continue to do so in the future.